DOCUMENT RESUME

ED 321 371 EA 021 996

AUTHOR Pavan, Barbara Nelson; Reid, Nancy Andrade
TITLE Building School Cultures in Achieving Urban Elementary Schools: The Leadership Behaviors of Principals.
PUB DATE Apr 90
NOTE 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Table 3 may reproduce poorly due to small print.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Effectiveness; Administrator Role; *Educational Environment; Elementary Education; *Elementary Schools; Females; Goal Orientation; *Institutional Characteristics; Instructional Leadership; *Leadership Styles; *Principals; School Demography; Social Environment; Time Management; Time on Task; *Urban Schools

ABSTRACT

Identification of principals' instructional leadership behaviors and the time they spend involved in the process of school improvement is the purpose of this study. A second focus is on the ways in which principals build school cultures. The Principals Instructional Management Rating Scale (PIMRS) (Hallinger 1983), the National Task-Time Survey (NTTS) (Howell, 1980), and semistructured interviews with principals were used to collect data. The sample included all principals and 151 teachers (97 percent) in the five most effective Chapter I elementary schools participating in a school improvement program. Principals indicated that their most frequent behaviors were related to academic concerns, followed by interactive behaviors, and then by behaviors requiring intensive time commitment. Purkey and Smith's model of four process variables, or culture concepts, necessary to sustain a productive school culture are applied to the principals' reported behaviors. They include collaboration, community, expectations, and order. Findings indicate that most principals have internalized the norm of high expectations for their students and teachers, and were least concerned with behaviors related to maintaining order. Recommendations call for building positive school cultures to promote academic success, and for providing principals with the necessary knowledge and training. The primary focus should be on the development of a sense of community and collaboration, with an understanding of culture concepts. Tables present the statistical results of the three methodologies. (21 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321371

Building School Cultures in Achieving Urban Elementary Schools: The Leadership Behaviors of Principals

Dr. Barbara Nelson Pavan
Professor of Educational Administration
Temple University 003-00
Philadelphia, PA 19122
(215) 787-6167

Dr. Nancy Andrade Reid
District 4 Superintendent
Philadelphia School District
Philadelphia, PA 19132

Paper Presented at the Annual Meeting of the
American Educational Research Association
Boston, Massachusetts
April 1990

EA 021996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Pavan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Building School Cultures in Achieving Urban Elementary Schools: The Leadership Behaviors of Principals

BARBARA NELSON PAVAN
Temple University

NANCY ANDRADE REID
Philadelphia School District

Objective

A growing body of research on effective schools has focused increased attention on the importance of the principalship. Studies on principal effectiveness have centered on the characteristics, roles, tasks, and daily work behaviors of principals in effective schools. This study determined which instructional leadership behaviors were utilized and the amount of the time spent by five urban elementary school principals who are in the process of improving their schools. In addition, principals were interviewed to determine their visions for their schools and how they were building school cultures.

Perspective

Edmonds (1979) concluded that effective schools have the following characteristics: (1) a strong principal, (2) high expectations for students and teachers, (3) orderly but not rigid atmosphere, (4) emphasis on instruction, and (5) student progress monitoring system. Later research (Brookover and Lezotte, 1979; Clark, Lotto, and McCarthy, 1980; Andrews, 1986) has generally listed similar characteristics with the principal viewed as the instructional leader. Dwyer (1985) noted that effective principals were those whose management activities were connected to their visions of schooling. Effective schools were those which not

only exhibited the above factors, but also had an "ethos" (Rutter, 1979) or culture (Deal, 1983) that reflected the processes used to implement the practices.

Purkey and Smith (1983) identify four process variables which sustain a productive school culture: (1) collaborative planning and collegial relationships; (2) building a sense of community through appropriate use of ceremony, symbols and rules; (3) sharing clear goals and high expectations; and (4) maintaining order and discipline. Deal (1987) defines culture as "an all-encompassing tapestry of meaning...the way we do things around here" (p.5). He suggests that effective principals utilize the myths that give schools a special mission, provide rituals which bring together diverse viewpoints into shared outlooks, and encourage collective fellowship.

An example of the linking of ritual and mission is Peterson's description (1988) of the "Rose Award" at an elementary school where students sit on a rose-covered carpet while the principal cites their special accomplishment. This award ceremony communicates the school values and provides a "social glue" to bring diverse school elements together in a common ritual. The principal's role is central in interactions to build the school culture.

A most helpful framework has been provided by Deal and Peterson (1989) to view the two aspects of management and leadership in the daily tasks of principals. The instrumental or managerial function comprises the rational, structural, and planning processes while the leadership or expressive function is concerned with symbols and symbolic activity, the

"creation of meaning" for the activities. All activities include some proportion of instrumental and expressive aspects.

Methods, Data Sources

The population consisted of principals and teachers in eighteen Chapter I elementary schools in the School District of Philadelphia which have been involved in a school improvement program called Priority 1 since 1983. Criteria for selection of schools to this program included low achievement scores, racial isolation, recommendation by the sub-district superintendents, and a commitment to program objectives by the principals and school staffs. These eighteen Priority I schools were rank ordered according to an effectiveness formula developed by Vincenzi and Ayrer (1985). This formula combines measures of student achievement and socioeconomic status and determines which schools are performing better than expected. Student achievement scores are converted into an overall Z-score for each school. The number of children receiving Aid for Families of Dependent Children (AFDC) is also converted into Z-scores. A simple prediction equation is then developed, yielding the effectiveness score.

Schools which had not had the same principal for the last two years and schools located in the sub-district where one of the writers serves as superintendent were removed from the list. The five most effective schools were then selected as the study sample. All principals cooperated and responses were received from 151 (97%) of the classroom teachers in the schools.

The Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger (1983), the National Task-Time Survey (Howell, 1980), and principal interviews were utilized to collect data. A variety of tests to assess the reliability and validity of the PIMRS had been utilized by Hallinger (1983, pp. 36-45). The PIMRS was used to determine both teachers' perceptions of their principals' instructional management behaviors and that of the principals. Subscale and individual item frequencies and means were analyzed for both teacher and principal responses across schools and on a school-by school basis.

The principals completed the National Task-Time Survey (NTTS) during the week of May 2-6, 1988 by indicating the activity which they devoted the most time to during each 30 minute interval. The daily number of 30 minute time allocations was totaled for each activity; time allocations for each activity were averaged for the week. Data were analyzed for each principal and summarized for the five principals. The NTTS had been pilot tested by Howell (1980) on a group of principals and submitted to an expert panel to ensure content validity.

A semi-structured interview was conducted with each principal during June and July, 1988. Interview questions were derived from several of the subscales of the PIMRS and from the school culture concepts described by Deal (1987). Additional data on school demographics and student performance were obtained from the Superintendent's Management Information Center (MIC) and the School District of Philadelphia City-Wide test results.

Results

The five elementary schools, which were located in different neighborhoods, had student enrollments of 382 to 816 with minority populations from 16% to 100%. Socioeconomic status ranged from a school which has 45 percent of its families receiving aid to dependent children (AFDC) to a school where 76 percent of the families received aid. National percentile ranks in reading on the City-Wide Tests ranged from the 30th to 50th percentile in reading and from the 45th to 70th percentile in math.

Four of the five principals are female; three are white, two are black. The length of time in education ranged between 22 and 42 years, while the length of time in the principalship ranged from 4 to 22 years. Two principals have plans which included promotional activities; two are considering retirement in the next few years.

The Principals' Workday

Table 1 shows the summary of how the five principals utilized their time during a one-week period. Principals were asked to indicate on the Howell National Task-Time Survey (1980) the activity utilizing the greatest amount of time during each 30 minute interval. In a few cases, particularly before 8:30 a.m., principals indicated two activities during the interval, such as "office communications" and "building maintenance".

The five principals indicated that they spent the greatest amount of time on the Faculty Relations category (average of 16 hours per principal per week). Principals devoted the most time to classroom supervision (5 1/2 hours). Two principals spent approximately eight hours

during the week conducting and summarizing observations, while the other three devoted an average of 3 1/2 hours to this activity. Principals engaged in discussions with their staff members on the average of 4 1/4 hours per week; the range was between 2 1/2 and 6 1/2 hours per week. Although the NTTS classified "informal visits" under the Student Relations category, this activity may also be viewed as a Faculty Relations activity. Principals indicated that they spent an average of 4 1/4 hours per week on this activity. One principal did not make any informal visits.

An average of four hours was devoted to district meetings during the week. Each sub-district in the School District of Philadelphia holds biweekly principal meetings on Fridays. The principals also devoted an average of four hours during the week to office communications. This activity occurred before 8:30 a.m. and after 3:30 p.m.

Principals devoted the least amount of time (average of 1 1/4 hours per week) to the Community Relations category. However, they did spend an average of three hours in parent conferences. Principals spent little or no time on the following activities: civic organizations, media relations, scheduled teaching, testing/evaluation, athletics, programs/plays, planning self-improvement, and reading/coursework.

Smith and Andrews (1989) calculated time spent by Washington State elementary principals considered as strong instructional leaders in four categories. When the data for this study were re-assigned to their categories, the percentages were nearly identical.

	Washington State	Philadelphia
Educational Program	49%	43%
School-community relations	8%	9%
Student services	20%	25%
Building, district activities	23%	23%

Instructional Leadership Behaviors

Teachers and principals indicated their perceptions of the frequencies of exhibited principal behaviors as described in the Principal Instructional Management Rating Scale (Hallinger 1983). Frequencies are indicated on a Likert-type scale with a range from (1) almost never to (5) almost always. Table 2 shows the means and the rankings for the principal ratings by the teachers and the principals on the eleven subscales.

Teachers ranked Supervision and Evaluating Instruction as the highest subscale. This subscale was ranked third by the principals. The teachers gave the highest rating to the item in this subscale which dealt with conducting formal and informal observations. Principals gave the highest ranking to the Developing and Enforcing Academic Standards subscale. There is a large discrepancy between their ranking and that of the teachers who ranked this subscale as seventh. The greatest difference between the two groups in the items in this subscale is the one which indicates support for teachers when they enforce academic policies.

Both teachers and principals ranked Framing the School Goals as the second highest subscale. They were also in agreement in the Promoting Professional Development and Providing Incentives for Teachers, which they ranked eighth and ninth, respectively. The subscales Maintaining High Visibility and Protecting Instructional Time were ranked as the two lowest by both teachers and principals. Among the High Visibility items, both

groups agreed that principals did not cover classes or provide direct instruction as frequently as they performed other behaviors. In the Protecting Instructional Time subscale, the items dealing with ensuring consequences for tardy and truant students and ensuring that students are not called to the office received low ratings from the teachers and the principals.

Table 3 shows the means for the principal ratings by the teachers and the principals on each of the sixty-three items in the PIMRS across the schools. Principals indicated their most frequently utilized instructional leadership behaviors in the following order: develop annual goals, relate goals to academic improvement, support teacher enforcement of academic policies, recognize superior students, and assess overlap of curriculum and tests. While these behaviors relate to academic concerns, the next three indicate principal interactions: visit classes to speak with teachers and staff, point out teacher strengths, and privately reinforce good teaching. The least utilized behaviors required intensive time commitment by principals to work with problem students, to cover classes, and to demonstrate instruction. Even though these principals did privately speak to teachers about good teaching, they did not write this up for their personnel files.

Principal and School Portraits

Mr. Jones, the Planner/Organizer has served in the principalship for fifteen years, the last five at the Adams School. He has been in education for twenty-six years and was the only principal to move directly from classroom teaching to the principalship. Mr. Jones received the

highest teacher rating among the five principals on each of the eleven subscales and on fifty-seven of the sixty-three individual items of the Principal Instructional Management Rating Scale. He rated himself lower than his teachers did on all items. He devoted the most time to the Student Relations Category on the National Task Time Survey, and spent the most hours during the week on the supervision of students' activities.

The Adams school is a large elementary school of about 600 students with an 85% white student body and 50% of the families on Aid to Families of Dependent Children (AFDC). The students scored above the 30th percentile in reading and between the 30th and 80th percentile in mathematics on the City-Wide Tests. The school had a previous reputation of having tough students who went to a local junior high and then dropped out of school.

The school culture which Mr. Jones has built is one which communicates the importance of getting a good education and encouraging staff members to grow. In the words of Mr. Jones, "I figure that what people look at to determine whether or not I am a successful principal is how well children do academically." He is very supportive of the teachers and goes "out of his way" to thank the entire staff and/or individual teachers, personally or in writing, when they are doing a good job. He encourages the teachers to return to school to get advanced degrees. The majority have not because of family responsibilities. Five teachers have become administrators or supervisors.

Mr. Jones is a very straightforward, no-nonsense person. He was the only principal to mention that his initial goal for the school was to provide a safe and clean environment in which learning could take place.

He also wanted to make sure that the teachers had the necessary materials and supplies to do their jobs. When developing the school goals, he selected seven of the best teachers and "bounced ideas off of them." During the first year of his tenure at the school, he established and enforced promotion standards prior to the systemwide promotion policy.

Mr. Jones describes himself as a good organizer and planner. Once the school improvement committees have developed the school plan, he arranges the staff development calendar and contacts the presenters. He monitors student progress through reading and math student achievement charts in his office and by reviewing the teachers' grade books when he visits classes. He does not believe in creating extra paperwork for his teachers. In order to complete his formal observations of the teachers, he schedules his observations in the early part of each semester.

Mr. Jones is a very visible principal. He tries to visit each class every day. He states, "I'm like chickenman; I'm everywhere and they never know when they are going to see me."

Ms. Turner, the Instructional Supervisor, has been the principal at the Banneker School for the past five years, after previously serving for five years at another school. She is the only principal who majored in elementary education and has earned a Certificate of Advanced Graduate Studies. She plans to retire in a few years. She received middle range ratings from her teachers on the PIMRS. She rated herself higher than the teachers did on one-half of the subscales. Ms. Turner devoted the greatest amount of time to the Faculty Relations category on the NTTS, and spent the most hours on the classroom supervision activity.

Over 800 students are enrolled at the Banneker School; 96% are black and 45% of the families are classified as needing AFDC. The City-Wide Test Scores in reading are inconsistent across grade levels, ranging from the 27th to 72nd percentile. Mathematics scores are higher, ranging from the 45th to 79th percentile.

Ms. Turner is in the process of building a school culture which is tailored to the needs of students, staff, parents, and community members. She explains:

> We have a lot of single parents in the community. We have a lot of parents who love their children and would like for them to do certain things such as being consistent with homework but don't know how to approach it. So we say we have to tailor what happens in this school by the community, not to lower the expectations, but certainly to recognize that there are certain needs here that may not be in existence in other schools.

In the past, school problems have resulted in confrontations between teachers, parents, and politicians. The present school culture is not characterized by a strong sense of collegiality as there has not been a bonding of old and new staff members.

Ms. Turner describes her leadership role as that of an instructional supervisor. "I'd rather do staff development than have someone else do it for me because a lot of times I find that people don't do it the way I want them to do it". She tries to keep an open-door policy to facilitate teachers coming to her with classroom and/or instructional problems. She coordinates the curriculum by breaking the Instructional Planning Guide into grade level units. When reviewing lesson plans, Ms. Turner includes a "comments" sheet where she writes notes and reminders and sometimes requests that lesson plans be redone. She utilizes grade

group discussion meetings on student performance as a means of applying subtle pressure on teachers to improve the pacing of instruction.

Ms. Moore, the Learner, has the least experience as a principal with only three and a half years as principal of the Carter School. She is currently planning on pursuing doctoral studies and has career plans which include promotional opportunities. She received fairly high teacher ratings on six of the eleven subscale in the PIMRS. She rated herself lower than her teachers did on one-half of the subscales. Ms. Moore devoted most of her time to the Student Relations category on the NTTS, and spent the greatest amount of time on the parent conference activity.

The Carter School with over 400 students from kindergarten to eighth grade, all of whom are black, has 57% of their families on AFDC. On the City-Wide Test, two grade levels scored below the 30th percentile on reading and the range in mathematics was between the 30th and the 65th percentile.

It has been difficult for Ms. Moore to build a strong school culture due to several changes at her school. She was appointed to the school as a new principal in 1985. Approximately one half of the staff are either newly appointed teachers or teachers who are new to the building. In addition, the school is in the process of converting from an elementary to a middle school. Regarding her vision of the middle school culture she would like to create, Ms. Moore states:

> I would like the middle school to be an intimate one where students and staff really know each other. I would like to give the students an opportunity to explore various avenues of interest, whether they be career-related or interest-related. To really spark their curiosity and motivation, we plan to have a number of mini-courses and to employ community resources in terms of exposure to careers, especially for the males in our school.

Ms. Moore approaches her job as a learner who accomplishes what she sets out to do. In her words, "I guess I'm like the kids - growing stronger every day." She believes that she gets along well with a wide range of personalities and can tactfully make remarks which are well received. She states that her accomplishments can be attributed to an underlying belief that if she can "think" things, they can be done. In addition, she continually analyzes her limitations and attempts to make each succeeding year a better one.

The implementation of the effective schools philosophy is Ms. Moore's major thrust. She tries to convey the concept that all children can learn. Emphasis is placed on a highly visible student recognition program. Because of the small size of the school, decisions are often made by consensus in whole group interactive faculty meetings. Tasks are completed by ad hoc committees and a group of teachers who are good workers.

The People/School Welfare Principal, Ms. Williams, has been principal of the Dover School for the past ten years. She has been an educator for forty-two years and had been in the principalship for twelve years prior to her appointment at Dover. She received the lowest teacher rating among the five principals on each of the eleven subscales and on fifty-nine of the sixty-three items on the PIMRS. In many cases, she received essentially bimodal response distributions on the items. Ms. Williams rated herself higher than her teachers did on the majority of items. She devoted the most time to the Faculty Relations category on the NTTS and spent the most time on the classroom supervision activity. She

did not spend any time on one-half of the thirty-three activities, including informal visits.

The Dover School has a student enrollment approaching 400, nearly two thirds Hispanic and the rest black. Approximately three quarters of the families receive AFDC. Mathematics scores range from the 22nd to the 60th percentile and two-thirds of the students scored below the 30th percentile in reading.

Ms. Williams is attempting to build a school culture which is open to people and new ideas. The school has a yearly slogan and several ethnic celebrations; a student who won a School District contest is the school's hero. The Home and School officers are in the school during the majority of the day. Several creative approaches to instruction and resource allocation are being utilized in order to meet students' needs. Ms. Williams states, "I listen to my teachers. I see the problems they have with specific students."

Ms. Williams approaches her job mostly from an affective domain perspective. She loves her job and wants to make the school the kind of school people would want to come to from across town. Her primary goal is to raise achievement so that the students can get good jobs and compete. She relies on a team approach to accomplish the goals. She states, "I'm comfortable with sharing, with working with a team.... They're not just supporting the kids; they're supporting me." She has established several committees and elaborate communication systems with the faculty.

Dr. Smith, the Reflective Practitioner, has been the principal of The Eastman School for fours years. Prior to becoming a principal, she

served in several teacher liaison roles. She has a doctorate in educational administration and is pursuing promotional opportunities. She received very high ratings from her teachers on the PIMRS subscales and agreed with their perceptions on the majority of items. Dr. Smith devoted the most time to the Faculty Relations category on the NTTS and balanced the remainder of her time among four other categories.

The Eastman School houses a kindergarten through grade eight population of just under 400 students, 20% of whom are special education. The students are mostly black with a small percentage of white and Hispanic students. The AFDC rate is 67%. One-half of the students scored below the 30th percentile in reading; mathematics scores ranged between the 41st and the 81st percentile.

Dr. Smith views the role of a principal as that of a teacher of adults and emphasizes a school culture of a community of learners. She has incorporated all the elements in Deals' (1987) cultural framework in the operation of the school. Shared values are communicated through the slogan, "Be the Best That You Can Be" and through emphasis on the school's history. During the previous year, this school held a fiftieth birthday celebration. The ceremony included the burying of a time capsule which will be opened in the year 2012 and the unveiling of a Wall of History display of pictures and memorabilia of former students and staff members. Heroes include the former principal, the school community coordinator, and the present principal. Stories center on current school improvement efforts and successes of students.

Dr. Smith approaches her instructional leadership responsibilities as a reflective practitioner. When she first arrived at the school, she

realized that there was quite a discrepancy between the staff's perception of the school as an excellent school and the reality of student performance with only 12% of the students reading at grade level. She established a leadership team and began to empower teachers. According to Dr. Smith, "I knew that I couldn't do it alone...as the new kid on the block, I needed help in spreading the message and a way to begin to sow the seeds."

The leadership team consists of Dr. Smith and the chairpersons of content area committees who are generally classroom teachers. In developing the School Improvement Plan, the team has institutionalized the needs assessment process by participating in semi-annual reviews of the school plan. Staff development is an integral part of the plan and is led by teachers in the school. Ms. Smith describes her leadership role as follows:

> If you have a vision of what you want in a school, then it makes me proactive in dealing with all those minute and discrete activities so that they become part of a whole. I tie together in a thoughtful way the things that I do and the structures I create and my everyday behaviors into building that community of learners.

Discussion

All five principals expressed goals for their schools which centered on student achievement. In order to accomplish this goal, much of their time was spent supervising and evaluating instruction and otherwise directly interacting with teachers. Students were also the recipients of much of the principals' time in both formal and informal activities. These principals spent almost no time on community relations, instead they focus on the academic program and people within the school setting. Paper work is generally completed either before or after the students' and

teachers' official work day. With the exception of the biweekly district principals' meeting, these principals remain in their buildings interacting with students and staff or with parents about their children.

Yet these schools are different and the leadership of the principals differs from each other. Purkey and Smith (1985) have noted that in addition to a set of characteristics of an effective school that can be implemented rather easily by an administrator, there is a second group which they call process variables. These four define the school culture and are necessary to sustain academic improvement.

1. Collaborative planning and collegial relationships in change efforts;
2. Building a sense of community through appropriate usage of ceremony, symbols, and rules;
3. Sharing clear goals and high expectations;
4. Maintaining order and discipline.

In order to examine these five principals within this theoretical framework, Table 4 was constructed grouping their behaviors into the four concepts: collaboration, community, expectations, and order. The variations among the principals are striking just in terms of the numbers of behaviors which fall into each category for each principal. All the principals have internalized the norm of high expectations for both students and teachers and use this concept to drive their own leadership behavior. Based on information received from teachers in the university classes of one author, the emphasis on classroom supervision by these principals is not universal throughout the school district. Rather surprising is the lack of items in the order category with only Mr. Jones

stressing the need for a safe, orderly environment. Ms. Williams is the only other principal who schedules herself to oversee the school yard and the lunchroom on a regular basis. Since the other schools generally appeared orderly, it might be assumed that the other principals had previously attended to this issue which is of paramount importance especially in an urban environment.

While all principals have attempted to involve faculty in planning (and the district has developed a school improvement planning process which requires teacher input), the degree of involvement varies to a great degree. Principals feel that this has been caused by staff turnover, change in the organizational structure or that small groups bonded together. A strong teachers' union has severely limited the number of faculty meetings, yet the principals did not place blame on the contract for the limited collaboration noted in all but the Eastman School. Dr. Smith consciously set out to empower her teachers. She stated, "I knew that I couldn't do it alone [change the school]... as the new kid on the block, I needed help in spreading the message and a way to begin to sow the seeds."

Of all the principals, Dr. Smith is the only one to build community through significant usage of ceremony and symbols. She is also the only principal who appeared to be acquainted with the concept of school culture and culture building. The influence of her doctoral training in educational administration might have led to her greater understanding of culture building and her willingness to empower teachers.

One unexpected finding was the preponderance of women in the sample of elementary principals. During the academic year 1987-1988, the

percentage of women holding the position of elementary principal was 20.2% on the national level, 22% in Pennsylvania, 41% in Philadelphia and 80% in this study of effective principals. One explanation could be that the sample selection process accidentally achieved this result. Another might just be that the characteristics which women bring to the principalship, such as more extensive years of classroom teaching and their manner of running elementary schools, produce more effective schools.

Shakeshaft (1987) provides considerable support in the research for the finding that women may actually be more effective than men as elementary principals and even suggests that preference for females would probably result in better schools (pp. 168-173). Her analysis of gender-comparative principal studies found either no differences or differences favoring women. She reviews the effective schools research and the behaviors of principals in such schools and notes that this is also a description of the female administrative world (Shakeshaft, pp. 198-201). An even more extensive research summary of gender comparative studies by Ortiz and Marshall (1988, p. 133) reports that women contribute to higher teacher performance and student achievement because they are more actively involved in instructional leadership and spend more time on supervision and other instructional tasks. Thus, this study confirms what research over the past 25 years has demonstrated; that those principals, predominantly women, who emphasize instructional issues have more productive schools. Pavan (1989) continues to be unable to explain the low incidence of females hired as school administrators.

Implications

This school district and especially the superintendent, make it clear to principals and teachers that all students can learn. This institutional goal has been clearly accepted by all five principals in this study. A school planning procedure that involves teacher input has been mandated. Principals have received little or no training in collaborative planning from the school district. There has been no discussion of school culture building with school principals.

If school districts wish to encourage principals to build positive school cultures that support academic success, they need to clearly indicate this as goal and then provide both the knowledge and training needed. Greatest emphasis in training should be placed on developing a sense of community and collaboration. A one-shot inservice session will be inadequate to enable principals to develop these process skills.

It is note worthy that the principal with the highest degree in educational administration had the school which most closely resembled the culture concepts. Few textbooks in educational administration include school culture as an administrative theory, but instead emphasize bureaucratic or human relations theories. Courses in the principalship need to help the aspiring administrator learn about school culture, both to analyze it and to develop it.

Building a collaborative, sharing decision-making community takes a minimum of 4 to 5 years. If principals and/or teachers are moved too frequently between schools, a cohesive staff will not become a reality. Changing organizational structures and the yearly addition of new district mandates or programs makes it very difficult, if not possible, to develop

a cohesive school community. School site staff development based on the specific needs of each site rather than the total school district needs is a necessary ingredient for successful school improvement. The school building principals need to understand the culture concepts and have training in change process skills on a regular basis.

References

Andrews, Richard, Roger Soder, and Dan Jacoby. "Principal Roles, Other In-School Variables, and Academic Achievement by Ethnicity and and SES." American Educational Research Association, San Francisco, April, 1986.

Brookover, Wilbur B. and Lawrence W. Lezotte. Changes in School Characteristics Coincident with Changes in Student Achievement. ERIC, 1979. ED 181 055.

Clark, David L., Linda L. Lotto, and Martha M. McCarthy. Why So Some Urban Schools Succeed? Bloomington, Ind.: Phi Delta Kappan, 1980.

Deal, Terrence E. "The Culture of Schools." Leadership: Examining the Elusive. Ed. Linda T. Shieve and Marion B. Schoenheit. Alexandria, VA.: ASCD, 1987.

Deal, Terrence and Allan A. Kennedy. "Culture and School Performance." Educational Leadership 41, (February 1983): 14-15.

Deal, Terrence and Kent D. Peterson. "Instrumental and Expressive Aspects of School Leadership." American Educational Research Association. San Francisco, CA: March, 1989.

Dwyer, David C. et al. Five Principals in Action: Perspectives on Instructional Management. Bethesda, MD.: ERIC, 1983. ED 321 085.

Edmonds, Ronald. "Effective Schools for the Urban Poor." Educational Leadership 37, 1 (October 1979): 15-24.

Hallinger, Philip Jay. "Assessing the Instructional Management Behavior of Principals." Ph.D. diss., Stanford, 1983.

Howell, Bruce. "National Task-Time Survey." Unpublished survey instrument. University of Tulsa, 1980.

Ortiz, Flora Ida and Catherine Marshall. "Women in Educational Administration." Handbook of Research on Educational Administration. Ed. Norman J. Boyan. White Plains, N.Y.: Longman, 1988.

Pavan, Barbara Nelson. "Searching for Female Leaders for America's Schools: Are The Women To Blame?" University Council of Educational Administration. Scottsdale, AR: October, 1989.

Peterson, Kent D. "Mechanisms of Culture Building and Principals' Work." Education and Urban Society 20, no. 3. (May, 1988): 250-261.

Purkey, Stewart C. and Marshall S. Smith. "Effective Schools: A Review." The Elementary School Journal 83, 4 (March 1983): 427-452.

Purkey, Stewart C. and Marshall S. Smith. "School Reform: The District Policy Implications of the Effective Schools Literature." The Elementary School Journal 85, 3 (February 1985): 353-389.

Reid, Nancy A. "Elementary School Principals' Behaviors in an Urban School Improvement Program: A Descriptive Study of Five Principals." Ed.D. diss; Temple University, 1989.

Rutter, Michael et al. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Cambridge, Mass.: Harvard University Press, 1979.

School District of Philadelphia. Superintendent's Management Information Center. Office of Research and Evaluation: Report No 8818, 1987-1988.

Shakeshaft, Charol. Women in Educational Administration. Newbury Park, CA: Sage Publications, 1987.

Smith, Wilma F. and Richard L. Andrews. Instructional Leadership: How Principals Make a Difference. Alexandria, VA: Association for Supervision and Curriculum Development, 1989.

Vincenzi, Harry and James G. Ayrer. "Determining Effective Schools." Urban Education 20, no. 2 (July 1985): 123-132.

TABLE 1

National Task-Time Survey - Principals' Weekly Utilization of Time

Task Category Average Hours	Activity	Range of Hours Across Principals	Average Hours Per Principal	Time of Day
Office Responsibilities	Office Communications	2 1/2 - 6	4	before 8:30 a.m. After 3:30 p.m.
6 1/2 Hours	Building Maintenance	0 - 5	2	Before 8:00-8:30 a.m.
	Budget Finance	0 - 1	1/4	--
	Fed./State/Local Forms	0 - 1	1/4	--
Faculty Relations	Supervision - Classroom	3 1/2 - 8 1/2	5 1/2	10 a.m. - 12 p.m.
	Discussions	2 1/2 - 6 1/2	4 1/4	8-9 a.m.;3-4 p.m.
16 Hours	Faculty Dept. Mtg.	1 - 7	3	Tues., 2-3:00 p.m.
	Teacher Evaluations	0 - 2	1/2	--
	Staff Development	0 - 3	1 1/2	--
	Grievances	0 - 2	1 1/4	--
Community Relations	Civic Organizations	0 - 1/2	0	--
	Media	0	0	--
	Discussion	0 - 1	1/4	--
1 1/4 Hours	PTA - Parent Groups	0 - 2 1/2	1	--
Personal/ Professional Development	Conference	0 - 4	1	--
	District Meetings	0 - 7 1/2	4	Friday a.m., biweekly
	Planning Self-Improvement	0	0	--
		0	0	--
5 Hours	Reading Coursework	0	0	--
Student Relations	Discipline	0 - 2 1/2	1 1/4	--
	Parent Conferences	1 1/2 - 5 1/2	3	Throughout the day
10 Hours	Informal Visits	0 - 10	4 1/2	Throughout the day
	Counseling	1 -/3 1/2	1 1/4	--
	Scheduling Teaching	0 - 1/2	0	--
Curriculum Leadership	Scheduling	0 - 1 1/2	1/4	--
	Planning	0 - 3	1/2	--
	Demonstration Teaching	0 - 1	1/4	--
2 1/2 Hours	Selecting Materials	0 - 1	1/2	--
	Testing/Evaluation	0 - 1/2	0	--
	Lesson Plans/ Curriculum Guides	0 - 1 1/2	1	Fridays, after 3 p.m.
Extra-Curricular Supervision	Athletics	0	0	--
	Programs, Plays	0	0	--
	Field Trips	0 - 5	1	--
4 1/2 Hours	Supervision - Lunch, Yard, Bus	0 - 8 1/2	3 1/2	12:00 - 1:30 p.m.

TABLE 2

Instructional Leadership Ratings of Principals' Subscales Across Schools on the Principal Instructional Management Rating Scale

Subscale	Teacher Rating n = 151		Principal Self Report n = 5	
	$\bar{X}$	Rank	$\bar{X}$	Rank
Supervising and Evaluating Instruction	4.316	1	4.267	3
Framing the School Goals	4.295	2	4.371	2
Coordinating the Curriculum	4.163	3	4.250	4
Communicating the School Goals	4.155	4	4.200	6
Monitoring Student Progress	4.134	5	4.057	7
Providing Incentives for Learning	4.129	6	4.240	5
Developing and Enforcing Academic Standards	4.083	7	4.550	1
Promoting Professional Development	3.952	8	3.943	8
Providing Incentives for Teachers	3.847	9	3.900	9
Protecting Instructional Time	3.538	10	3.520	11
Maintaining High Visibility	3.475	11	3.680	10

TABLE 3

Instructional Leadership Behavior Ratings of Principals
Individual Items (Across Schools) on the Principal
Instructional Management Rating Scale

Subscale	Item	Behavior	Teacher Rating n = 151 $\bar{X}$	Principal Self Report n = 5 $\bar{X}$
Framing the School Goals	1	Develops annual goals	4.445	5.000
	2	Goals seek improvement	4.410	4.800
	3	Sets target dates for goals	4.299	4.200
	4	Sets staff responsibilities for goals	4.255	3.800
	5	Obtains staff input on goals	4.085	4.440
	6	Uses student data to set goals	4.376	4.440
	7	Goals are easily translated to classroom objectives	3.877	4.440
Communicating the School Goals	8	Communicates goals to people at school	4.200	4.440
	9	Communicates goals in informal settings	4.153	4.440
	10	Communicates goals at faculty meetings	4.345	4.200
	11	Refers to goals in making curricular decisions	4.252	4.440
	12	Goals are reflected in visible displays	4.063	4.000
	13	Refers to goals in assemblies	3.652	3.800
Supervising and Evaluating Instruction	14	Conducts formal and informal observations	4.441	4.200
	15	Ensures that classroom objectives are consistent with goals	4.273	4.200
	16	Reviews student work products	4.211	4.440
	17	Points out teacher strengths	4.336	4.600
	18	Points out teacher weaknesses	4.329	4.440
	19	Notes time on task	4.196	3.800
Coordinating the Curriculum	20	Makes clear who is reponsible for curricular coordination	4.091	4.000
	21	Ensures there are common curricular objectives	4.097	4.440
	22	Uses test results in making curricular decisions	4.312	4.200
	23	Ensures that regular and special program objectives are consistent	3.891	4.000
	24	Monitors classroom curriculum	4.275	4.200
	25	Assesses overlap between curricular objectives and tests	4.122	4.750
	26	Reviews and selects instructional materials	4.063	4.200
Monitoring Student Progress	27	Meets individually with teachers to discuss student progress	4.128	4.200
	28	Discusses item analysis	4.158	4.200
	29	Uses test results to assess progress	4.326	4.440
	30	Distributes test results in timely fashion	4.271	4.200
	31	Informs staff of test results in writing	4.129	3.800
	32	Identifies students in need of remediation or enrichment	4.155	4.000
	33	Informs students of test results	3.577	3.600
Protecting Instructional Time	34	Limits interruptions by public address announcements	3.862	4.600
	35	Ensures students are not called to office	3.776	3.000
	36	Ensures consequences for truant students	3.142	2.800
	37	Ensures tardy or truant students make up lost time	2.871	3.200
	38	Ensures learning time is used for instruction and practice	4.175	4.000
Maintaining High Visibility	39	Talks with students and teachers during breaks	4.014	4.440
	40	Visits classes to speak with students and teachers	3.861	4.600
	41	Attends co-curricular activities	3.986	3.800
	42	Cover classes for teachers	2.890	3.200
	43	Tutors or provides direct instruction for students	2.725	2.400
Providing Incentives for Teaching	44	Publicly reinforces good teaching	3.943	4.000
	45	Privately reinforces good teaching	4.091	4.600
	46	Notes superior performance in memos to personnel files	3.524	3.000
	47	Rewards special efforts with opportunities for professional development	3.787	4.000
Promoting Professional Development	48	Informs teachers of professional development activities	4.336	4.440
	49	Selects staff development activities which are consistent with school goals	4.157	4.600
	50	Demonstrates new instructional techniques	3.436	3.400
	51	Supports use of skills acquired during staff development	3.868	4.000
	52	Obtains participation of whole faculty in staff development	4.005	3.800
	53	Leads or attends staff development activities	4.050	3.600
	54	Sets times aside for faculty sharing	3.861	3.800
Developing and Enforcing Academic Standards	55	Sets high standards for student basic skills performance	4.150	4.440
	56	Sets expectations for students at different grade levels	4.092	4.440
	57	Enforces promotion standard	4.173	4.600
	58	Supports teacher enforcement of academic policies	3.908	4.800
Providing Incentives for Learning	59	Recognizes superior student performance	4.458	4.800
	60	Uses assemblies to recognize student work	4.567	4.600
	61	Sees students in office to recognize student work	3.869	4.200
	62	Contacts parents to communicate student improvement	3.784	3.800
	63	Supports teacher development of classroom rewards	3.965	3.800

Table 4

School Culture Concepts and Elementary Principals' Instructional Leader Behavior

	COLLABORATION	COMMUNITY	EXPECTATIONS	ORDER
J O N E S	*"Bounces" ideas off a group of teachers. *Committees develop school improvement plan.	*Thanks staff and individuals for good job. *Unsuccessfully sought info on school name. *At assembly, tells students book level needed for promotion.	*Established promotion policy before district did. *Reading and math progress charts in office. *Reviews teachers grade books. *Preparation for high school. *Indicates student effort needed to get education. *Encourages teachers to get advanced degrees.	*Supervises bus, lunch, and the yard. *Many parent conferences about student discipline *Initial goal a safe and clean environment. *Walks halls and checks that everything's in working order. *Visits each class every day.
T U R N E R	*Sees self as teachers' best friend, yet realizes teachers do not all agree. *Open door policy for teachers. *Talks to persuade, rather than use power.	*Outstanding teachers are heroes. *Students bring their work to principal's office.	*Much time spent on classroom supervision activities. *Writes comments on lesson plans. *Monitors instructional pacing with grade level meetings. *Developed grade level units for the curriculum. *Provides school staff development herself.	
M O O R E	*Consensus often reached in faculty meetings. *Ad hoc committees complete needed tasks. *Principal meets monthly with parents.	*Visible student recognition. *New slogan each year.	*Conveys concept that all children can learn. *Reviews lesson plans monthly. High visibility days for classroom supervision. *Analyzes own limitations to improve her performance. *Asks children, "What book are you in now?"	*Spends most of her time interacting with students and parents.

Table 4 (cont.)

	COLLABORATION	COMMUNITY	EXPECTATIONS	ORDER
W I L L I A M S	*Leadership team approach to accomplish goals. *Uses committees. *Established faculty communication system. *Two parents in school all day to provide input. *Bonding among groups, not whole school.	*New slogan each year. *Student winner of school district prize is hero.	*Devotes most time to classroom supervision. *Spends most time in meetings with teachers. *Primary goal to raise achievement. *Set up "at risk" classroom. *Aware of usage of instructural materials. *Students compete for good jobs. *Student data on reading analyzed by committee.	*Supervises students in lunchroom and school yard. *Lateness monitored by counselor.
S M I T H	*Established a leadership team. *Staff development led by teachers. *Notifies teachers in advance of formal evaluation visits. *Envisions a community of learners, adults and children. *Supports risk taking. *Shared ownership of school improvement efforts.	*Visible display of school goals. *Monthly newsletters on academic focus. *Student recognition programs. *Parent certificates. *Nominates teachers for excellence in teaching awards. *Participated in trip with paired suburban school. *Birthday party for school, buried time capsule. *School slogan, "Be The Best That You Can Be", utilized at beginning and end of each day. *Principals, past and present, are heroes. *Stories of successes of students and school improvement efforts. *Leadership team to "Sow The Seeds."	*Refers to goals during assembly programs. *Uses student achievement data to inform staff of current level. *Meets with teachers to set student achievement goals. *Reads lesson plans. *Asks students what they learned that day.	